

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WI8

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Cecilia Holley Young

Official School Name: Jerstad-Agerholm Elementary School

School Mailing Address: 3535 LaSalle Street
 Racine, WI 53402-3454

County: Racine State School Code Number*: 46200134

Telephone: (262) 664-6050 E-mail: cecilia.holley-young@rusd.org

Fax: (262) 664-6054 Web site/URL: http://jaes.racine.k12.wi.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Anna Laing Superintendent e-mail: ann.laing@rusd.org

District Name: Racine Unified District Phone: (262) 635-5600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. William Van Atta

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12WI8

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 21 Elementary schools (includes K-8)
(per district designation): 7 Middle/Junior high schools
6 High schools
0 K-12 schools
34 Total schools in district
2. District per-pupil expenditure: 11680

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	18	20	38		6	0	0	0
K	37	32	69		7	0	0	0
1	22	20	42		8	0	0	0
2	26	25	51		9	0	0	0
3	24	32	56		10	0	0	0
4	29	22	51		11	0	0	0
5	35	18	53		12	0	0	0
Total in Applying School:								360

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
31 % Black or African American
21 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
47 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 15%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	40
(3)	Total of all transferred students [sum of rows (1) and (2)].	54
(4)	Total number of students in the school as of October 1, 2010	360
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 9%
 Total number of ELL students in the school: 32
 Number of non-English languages represented: 3
 Specify non-English languages:

Spanish, Thai, and Arabic

9. Percent of students eligible for free/reduced-priced meals: 67%

Total number of students who qualify: 240

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 21%

Total number of students served: 77

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>17</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>8</u>
Paraprofessionals	<u>6</u>	<u>4</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>6</u>
Total number	<u>36</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	93%	93%	93%	93%	93%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Jerstad-Agerholm Elementary School is committed to the renewal of traditional values and standards at all grade levels, as expressed in our mission statement. We promote the pursuit of excellence, utilizing the best of today's technologies and techniques. Each child and staff member is exposed to an environment that stimulates the mind and nurtures the spirit. We encourage each student to reach his or her maximum potential in order to become productive and contributing members of society.

We believe that children of all cultural backgrounds have the right to be educated in a safe, caring, and motivating environment. We have a collaborative, supportive partnership with students, teachers, parents, and other school and district personnel, which we believe is essential for student success. We believe that all students can learn if given sufficient time and appropriate support, and we feel the primary purpose of education at our school is for students to learn and be successful.

The majority of our students are from disadvantaged home environments. Seventy-five percent of our students currently receive free or reduced lunch. This statistic has increased over 30% in the last five years. We currently have eleven homeless families. Racine has the second highest jobless rate in the state of Wisconsin as of November 2011, which impacts the Jerstad-Agerholm School community. All of these environmental factors influence children's emotional and physical well-being, and ultimately their ability to learn.

We focus on the task of appropriately structuring the learning environment to provide conditions for success. Instructional targets are transformed to student friendly "I can" statements to aid students in focusing on and accomplishing academic goals set. Formative and summative assessments are integrated in the curriculum as instructional guides for teachers. Differentiated instruction is purposefully implemented to meet every child's needs. Supplemental instruction during designated intervention blocks and additional educational aids and materials are provided as supports for student success. Lessons taught by the Title I teachers, ESL teacher, inclusion teachers, and speech and language pathologists also supplement core curriculum standards.

We acknowledge and nurture our students' unique talents and skills. While our primary focus is the core curriculum, students have opportunities to explore and develop their talents in the arts, physical education, and media/technology. In particular, our music program provides exposure and opportunities for participation in a variety of activities, from learning to play musical instruments to performing in choir and participating in children's literature-based musicals.

The practices of our teaching staff are aligned with the best research and knowledge available. Our school staff is organized into Professional Learning Communities, each of which is focused on specific academic subject matter, to provide continuing education opportunities for our teachers. In these respective communities, teachers learn new teaching strategies and best practices for classroom use, and disseminate these to the other professional staff in the building.

We are proud of the efforts of our staff and the instructional preparation that enable our students to receive the best possible education. In turn, we have set a standard of excellence for our students to achieve. In 2010, we received a "School of Recognition" award from the Wisconsin Department of Public Instruction. This award is given to schools that are committed to advancing partnerships among school staffs, parents, administrators, and the community to create an educational environment that supports students' learning. Schools receiving this award have some of the highest poverty rates in the state based on free and reduced lunch. A second eligibility criterion was that student achievement on the 2009-10 state reading and mathematics examinations was above average for schools from similarly sized districts, schools, grade configurations, and poverty levels. Additionally, each school must have met

Adequate Yearly Progress (AYP) for a two-year period. Lastly, schools demonstrated eligibility to receive Title I funding in order to provide services to high numbers or high percentages of economically disadvantaged children.

Jerstad-Agerholm students have shown consistent progress over the past five years. Through our data analysis we targeted academic areas that needed more focus: math, reading comprehension, and writing. This allowed us to adjust teaching methods to better meet the needs of our students. Also from the data analysis, we established our School Improvement Plan, which we are currently using to improve student performance in all areas.

The Jerstad-Agerholm Elementary School staff and student body are honored to be nominated for the Blue Ribbon Award by the United States Department of Education. We feel that the standard of excellence that we have set, our accountability to this standard, and our data driven methods of instruction to support every student, have contributed to the success of the educational program that is implemented at our school and makes us eligible candidates for this award.

1. Assessment Results:

All Wisconsin schools participate in the Wisconsin Knowledge and Concepts Examination (WKCE). Third through eighth grade students are assessed in reading and math. Fourth grade students also complete language arts, science, and social studies. The WKCE test is made up of short answer (constructed response) questions and multiple-choice questions. The WKCE is used to determine Adequate Yearly Progress for students at the school, district, and state levels, in order to meet the requirements for the No Child Left Behind Act. The results are scored as proficiency levels.

The four levels of understanding are minimal, basic, proficient, and advanced. Minimal indicates that the student demonstrates very limited academic knowledge and skills for the subject and grade level that is tested. Basic indicates that the student demonstrates some academic knowledge and skills for the subject and grade level that is tested. Proficient indicates that the student demonstrates competency in academic knowledge and skills for the subject and grade level that is tested. Advanced indicates that the student demonstrates in-depth understanding of academic knowledge and skills.

Our staff is proud of the progress we have shown over the past five years. Each fall we analyze our data, look at which areas need more focus, and amend our School Improvement Plan. Current areas of focus are geometry and measurement in math, and writing and constructed responses across the curriculum. This year we added reading comprehension. Our plan is a working document, and we continue to analyze new data and adjust our goals as needed. Each teacher is required to chart lessons they teach in these areas to make sure that everyone is making these areas a priority. This documentation is collected monthly by our school administrator.

From November of 2005 to November of 2010 the percentage of African American students scoring proficient or advanced on the reading portion of the 3rd grade WKCE increased from 40% to 63%. The percentage of white students scoring proficient or advanced increased from 68% to 85%. Third grade math proficiency increased from 27% to 50% for African Americans students, from 50% to 78% for Hispanic students, from 64% to 90% for white students, from 40% to 80% for English Language Learners (ELL), and from 33% to 65% for economically disadvantaged students. For fourth grade reading proficiency, African American students improved from 50% to 100%, Hispanic students increased from 40% to 80%, special education students increased from 20% to 50%, and economically disadvantaged students increased from 47% to 81%. Fourth grade math proficiency for African American students increased from 25% to 72%, for white students increased from 52% to 69%, special education students increased from 13% to 34%, and economically disadvantaged students increased from 34% to 76%. In fifth grade reading, Hispanic students increased from 67% to 80%. In fifth grade math, white students increased their scores from 61% to 88% proficient and advanced.

In 2007, 44% of our students were below the poverty level. This has increased by 31 percentage points to 75% this school year. Also, our number of homeless children fluctuates on a daily basis. We have a transient population with a fifteen percent turnover rate. When children move from one school to another during the school year their performance is adversely affected. Jerstad-Agerholm Elementary also has a high population of special education students. These factors create more challenges to closing the achievement gaps.

We have implemented several new programs to help close the achievement gaps. The district adopted new reading and math series that have allowed us to focus on strategy instruction. We have implemented more interventions and differentiated instruction through the use of centers and small group teaching. We have implemented an intervention block in every classroom, allowing for collaboration between Title I, ESL, inclusion teachers, speech and language pathologists, and the regular education teachers. During this time, each individual child's needs are met. We have added a home school liaison to facilitate the

connection between home and school. Without support from home it is more difficult for children to be successful.

We have a balanced literacy program with reading and writing integration. Our series has leveled readers to accommodate at-risk children as well as the gifted and talented students within our diverse classrooms. The series has a multitude of intervention materials available in the homeroom. This fosters accountability by the classroom teacher for each child.

For the past three years, we have had a very active data team that scrutinizes the test scores and assists the teaching staff in understanding the data and identifying areas of concern. We have monthly data team meetings to continue looking at the data throughout the year. In our meetings we discuss the areas that we need to focus on and bring back to the whole staff. Our data team has received special training and consists of 7 people: our administrator, regular education teachers, a special education teacher, a Title I teacher, and a community member.

Racine Unified School District also uses Measures of Academic Progress (MAP) testing as an assessment tool. Students in kindergarten through fifth grade are tested. First through fifth grades are tested in the fall, winter, and spring in reading and math. Kindergarten students are tested in the spring. The test results are given in a RIT score which can be translated to a proficiency level. The MAP test is administered on the computer, so results are immediate, which helps us to align the curriculum to meet the individual needs of students. Third graders are also given a district writing assessment.

A third form of assessment that we use is AIMSweb. Students are screened in the fall, winter, and spring in the areas of reading and math. These results are also immediate. AIMSweb uses national norms, so our expectations at Jerstad-Agerholm are aligned with national expectations. Once the students are screened we can use the information to begin progress monitoring, differentiate instruction, and guide interventions.

2. Using Assessment Results:

In August, Jerstad-Agerholm Elementary School's data team meets to analyze the WKCE results and reports to the entire staff areas of concern at the beginning of the school year. Each grade level does an intensive analysis of our MAP test data, in which we look at each math strand (algebraic relationships, geometry, measurement, process and number, and statistics and probability) and reading sub-tests (analyze text, evaluate and extend text, understand text, and word meaning and context). We plan for interventions and differentiation of instruction for at-risk groups as well as gifted and talented, in order to meet each child's needs and to ensure that they meet academic standards and benchmarks that the state has established.

After analyzing areas of weakness, students are prescribed computer-based activities and other interventions according to their individual scores in each strand. Our district's instructional technology department provides us with many resources correlated to the tests.

We have eight Professional Learning Communities (PLCs), each of which is assigned an area of concern. The PLCs focus on math, family and community partnerships, engagement and attendance, enrichments, climate, data and technology, reading and comprehension, and writing and constructed responses. These groups make recommendations to the entire staff at monthly professional development days.

Math Buddies is a program utilized in the fall to intensively review each math strand. Cross-grade level peer tutoring is utilized to help the older students achieve the highest level of understanding by demonstrating the skill to their younger buddy. This program lasts for six weeks.

Reading Buddies is a program implemented in the spring to focus on literacy. Cross-grade level peer tutoring allows students an opportunity to work together in a fun, low-pressure environment to complete a literacy task. The students bring their own strengths and combine them with their buddy's to read and create. Each family then receives a copy of the book for their home libraries.

Wild About Books is a program that spotlights one book per semester. Classrooms create a response to the literature to present to their parents and the entire school at an assembly. This program allows students and their families a chance to see how one book can spur so many different ideas and so much excitement for reading across grade levels. Concepts such as bullying, friendship, or current events are topics that inspire our book selection. Title I funds are utilized to purchase a copy of the book for each family.

Title I reading specialists, inclusion teachers, and educational assistants work with students within the reading block to support and increase the students' reading achievement. Qualitative Reading Inventories, MAP testing, WKCE, and AIMSweb results are used to guide student selection. Intervention materials from the Harcourt "Storytown" basal series and Houghton Mifflin "Soar to Success" are utilized to target specific student needs. These support staff members also team with the classroom teachers during the math block based on student needs.

Our formal School Improvement Plan (SIP), which is recognized by the Racine Unified School District, summarizes our strengths and weaknesses and generates goals for improvement. The vision of our SIP states that at Jerstad-Agerholm Elementary School all of our students will have the academic, social, emotional, and personal skills necessary to move on to middle school as specified in the North Star Vision Statement of the district, which states that we will educate every child to succeed.

We communicate student performance and assessment results to parents, the community, and our district in several ways. We hold parent teacher conferences every fall for all students. We hold an additional conference in the spring with parents of children who are not performing up to state standards. At these conferences MAP results, AIMS web results, and other classroom assessments are discussed. Assessment results are also sent home with quarterly report cards.

The MAP test is given three times a year. The results of the fall test are shared with parents at our first parent teacher conference to allow for open discussion about any interventions that may take place. WKCE state testing results are sent home in the spring along with an informational packet that outlines state guidelines for the test. All assessment results are reported to the local school board to allow for open and on-going communication with our community. We also meet with our district administration to go over assessment results and any needed adjustments.

We have a school website and a Facebook page to keep the school community informed of upcoming activities. Our school and district websites contain e-mail addresses for all staff members. This allows for effective and on-going conversations between the families and teachers. We would like our families and students to be aware of our assessments and expectations for students. This allows students and parents to be invested in the learning and success of our school. We also implement an auto-dialer message system to inform parents by phone of any important information.

3. Sharing Lessons Learned:

Our teachers continually strive to stretch the limits, think outside the box, and share their successes with other teachers within our building as well as with others in the district. Several of our teachers have worked on textbook adoption committees for our district in the areas of math, reading, and music. Our librarian helped to write the current library curriculum for our district. At these district-wide committee meetings we share with others what works at Jerstad-Agerholm. Our teachers have also shared their knowledge and experiences with student teachers, and serve as mentors to new teachers in the district. Our teachers continually engage in professional development to keep abreast of current and best practices in education as provided in literature, coursework, workshops, and educational

conferences. These continuing education programs provide opportunities for us to share with other educators.

District-wide meetings and in-services give us an opportunity to share our progress on a larger scale, especially regarding the core subject areas. Our principal participated in our District-Wide School Improvement Council. This council was formed to examine and prioritize existing programs, to oversee implementation and assessment of new projects, review school improvement plans, and to enhance teaching and learning in the district.

Last year, representatives from our school attended a Title I conference in Madison, our state capital. This experience enabled us to share our accomplishments in reading with educators around the state. We discussed the strategies utilized to help students achieve the goals set for each grade level.

Our music teacher often presents at district-wide in-services to share her expertise in incorporating technology into the music curriculum and to encourage the mutual exchange of ideas among fellow educators. One of our special education teachers often presents workshops both within and outside of our district on behavior management and working with emotionally and behaviorally disturbed students. She has trained teachers, substitute teachers, and educational assistants.

4. Engaging Families and Communities:

The Jerstad-Agerholm staff realizes that the involvement of parents and community members is essential to education. Parents and extended family members have been invited to our school for many activities. We want families and community members to feel comfortable in our school and to feel that it belongs to them.

Parent volunteers and members of the community are utilized to assist teachers in many different ways. They tutor individual children in the academic subjects, act as field trip chaperones, and much more.

We have many extra programs which involve families and are related to our core curriculum areas, such as Math Night, Wild About Books, spelling bee, book fairs, Career Day, Book Nights, academic award ceremonies, First Grade Thanksgiving Feast, and First Grade Car Rally. Our school has sponsored many events to encourage our students to read. We have welcomed “celebrity” story readers to our special reading events. The mayor of Racine and our school district’s superintendent have been among our guest readers. A meteorologist heightened our upper elementary students’ interest in our science and reading curriculum. We believe these programs directly affect our students’ success rate.

Families are invited to participate in other school-sponsored activities as well, such as vocal and instrumental concerts, movie nights, dances, ice cream socials, art shows, field days, Bunch for Lunch (parents have lunch with their students), Santa Night, Bingo Night, Pet Day, Intergenerational Fair, Mothers' Tea, and school birthday parties. These are all very highly anticipated and well attended. It is our belief that these activities increase student engagement, school spirit, and love of learning.

Families are able to follow school activities on Facebook, websites, and through our monthly school newsletter. We posted our most recent assembly online so that parents who were unable to attend could see their child participate in a school-wide song and dance routine, which celebrated the love of reading.

Our social worker and home-school liaison work to involve parents. Home visits take place when we are unable to reach a parent by phone, to assist teachers in maintaining communication, to check on the safety of students when there has been chronic absenteeism, or when a student has not arrived at school. The social worker and nurse may also assist parents with health and medication related issues as they can often interfere with student engagement.

To encourage parent involvement in Individual Education Plans, and for other essential meeting attendance, transportation is available. Parental presence is paramount in maintaining communication between the home and school.

1. Curriculum:

In 2010, the state of Wisconsin adopted the Common Core State Standards for 21 separate content areas. Racine Unified School District (RUSD) has chosen curriculum correlated to these standards, so all children within our district will meet these standards. This curriculum, along with research on best practices, guides our teaching at Jerstad-Agerholm. The North Star Vision of RUSD creates benchmarks to ensure that each child will become career and/or college ready by graduation.

Our district's Curriculum and Instruction Department writes curriculum guides for each subject area which provide a framework as well as grade level targets to guide our instruction. These are aligned to the Wisconsin State Standards. We use the Harcourt "Storytown" and the Envision Math series along with a multitude of hands-on kits and other materials that are available through our district's Instructional Materials Center (IMC) to supplement the curriculum and enhance learning.

Wisconsin science standards follow the content of the National Science Education Standards. Three of the content standards (physical, earth and space, life and environmental science) address the knowledge base, while the other content standards address the application of knowledge.

Our science curriculum allows children to experience the richness and excitement of the natural world. In addition to the inquiry focus of hands-on experiments and activities provided in the curriculum, our district's IMC provides many kits and media. Our first graders also hone their physics knowledge by making cars for a school-wide race event. Second graders do gardening. Third and fifth graders visit our planetarium. Fourth grade visits the Racine Environmental Center and learns about the importance of clean water.

Our Social Studies curriculum is correlated directly with our Wisconsin State Standards, and is concerned primarily with people and their relationships within their social and physical environment. The areas of study are geography, history, political science and citizenship, economics, and behavioral science. Fourth and fifth graders participate in the national geography bee.

Art, music, library, and physical education are taught by specialists. We have an annual art show which is an evening event for parents. A few children are also chosen to exhibit their artwork at our local art museum. Our specialists are highly involved with meeting our school-wide goals including WKCE test scores. They coordinate events such as pep rallies prior to state exams, which include songs, chants, and dances. They are talented at modifying their curriculum to incorporate cross-curricular skills. Students are provided opportunities that will promote a healthy and physically active lifestyle. Our PE specialist has sponsored a walking club.

At Jerstad-Agerholm Elementary we have an anti-bullying program which is part of our health curriculum. Our anti-bully committee strives to ensure a physically and emotionally safe climate for our children.

Our district-wide wellness policy requires healthy snacks as opposed to sugary treats. It also requires our school lunches to have a higher standard of nutritional value. For many of our students this is their main source of nutrition.

Jerstad-Agerholm students have access to technology in their classrooms and our computer lab. All of our core curriculum areas have many technology connections. We have a four-year leasing program in which our computers will be updated. Every classroom at Jerstad-Agerholm has a SmartBoard and document camera. There are four or five desktop computers in each primary classroom. Intermediate

students have laptops. We have a classroom set of iPads which we share. These all increase student engagement and skills.

We partner with one of the major industries in our town, S.C. Johnson, which brings many educational programs to our children. Currently we are participating in an all-city reading incentive program called "Racine Reads a Million Books." This has encouraged our students to develop a love of reading.

2. Reading/English:

Our reading curriculum's foundation is our basal series, "Storytown", from Harcourt School Publishers. It was chosen by our district for meeting several criteria including the following: flexible grouping, intervention materials built into the curriculum that allow us to reach the individual needs of students, engaging literature selections including fiction and nonfiction, student tasks that include cooperative group work, literature dialogues, student-choice activities, and correlations to the WKCE and state standards.

The "Storytown" series provides a core reading program that focuses on teaching phonemic awareness, phonics, vocabulary, comprehension, and fluency to accommodate all students. Students are given opportunities to learn in whole group settings, and then in more specific small group settings using advanced, on-level, and below-level materials, allowing for differentiated instruction of literacy skills.

We have a variety of tools to assess reading achievement. We use the assessments provided by the reading series. We also use MAP testing, observations made during lessons, and AIMS web. Each teacher can access the instructional targets of our district for all grade levels. This enables them to ensure that the students are achieving their benchmarks at each grade level.

Students struggling with reading achievement are placed in a Title I reading intervention group to accelerate students to grade level proficiency. The Title I staff plans and executes advanced tiers of Response to Intervention. Our Title I teachers provide small group instruction to meet the needs of our students who are reading below grade level. The Qualitative Reading Inventory-5 is utilized to determine instructional and independent reading levels. Sight word assessments, running records, and literacy checklists are used to monitor individual reading progress. Books and personalized sets of words cards are sent home for additional practice.

In addition to the Title I staff, the regular classroom teachers and inclusion teachers work together during centers and intervention blocks with small groups at their reading level. This accommodates all levels of achievement. Students in fourth and fifth grades participate in a Battle of the Books competition with our public library. Students working at or above grade level in grades one through five have the opportunity to participate in a poetry workshop incorporating literature and drama.

3. Mathematics:

Jerstad-Agerholm's present math curriculum is aligned with the common core standards and is taught with Understanding By Design. By focusing on the standards, essential questions, and enduring understandings, students are learning the concepts, processes, and skills necessary for promotion to the next grade.

Assessment and data driven instruction are helping our school to succeed. By using AIMS web, MAP, WKCE, and classroom common assessments, teachers have the ability to quickly assess and determine intervention and enrichment needs in the classroom. Review, interaction, visual representation, and interventions with small groups, is a four-part instructional model and the basis of instruction. Mathematics is taught to develop mathematically proficient students who can make connections between other disciplines, solve problems at a variety of levels, reason through application of skills learned, and communicate that learning to others.

Our classrooms have many resources that improve student achievement through differentiation. The Envision Math series published in 2010 aligns present math curriculum with the state standards. Through Envision, we utilize math centers, games, and manipulatives. Each series topic includes essential questions, problem based interactive learning, visual learning animations, quick check review, leveled homework, spiral review, alternate assessments, and re-teaching tools.

To reach a variety of learning needs, our use of technology includes but is not limited to: document cameras, SmartBoards, computer lab, iPads, laptops, classroom computer stations, and visual learning animations. Displaying basic math facts in the hallways and learning targets in the classroom is a continual means of reinforcement.

We make continuous efforts to improve the mathematical skills of struggling students and those performing at or above grade levels. As our data team analyzed our WKCE test results, we recognized that improvement is needed in the areas of geometry and measurement and constructed responses. This series provides many opportunities to practice these skills. To promote achievement, we initiated a successful Family Math Night this school year, in which families participated in hands-on activities that incorporated all of the math strands. “Math Buddies” is also a program we developed matching up students across the grade levels. Students actively participate in exercises that help prepare the older students for the WKCE, while introducing the younger students to these concepts, reinforcing the spiraling curriculum.

Through our focus on lesson planning through Understanding By Design, our continuous use of assessment tools, our recently adopted math textbook series, and our integration of highly interactive technology, we value our mathematics curriculum as student-centered while addressing the needs of our entire population.

4. Additional Curriculum Area:

Students at Jerstad-Agerholm Elementary School have the opportunity to explore and develop their talents in curricular areas such as art, physical education, library media/technology, and music. While each of these classes supports the entire school curriculum, the music program reaches each student in multiple ways.

Our school’s music program emphasizes reading skills, comprehension, and creativity. In music class, students are read music related stories, and they also work on musicals from children’s literature. We use literacy websites such as Brainpop and Tumblebooks to further comprehend and connect the music lessons to the entire school curriculum. Students learn to read notation and understand concepts during music units. We correlate music lessons to the core curriculum following our School Improvement Plan. Music is hands-on at our school. Students learn beginning recorder, and have the opportunity to play Orff xylophones, piano keyboards, drums, and rhythm percussion instruments. These projects and experiences reinforce memorization and retention of material learned throughout the school curriculum. Students have the opportunity to create their own music compositions. Utilizing the best new technologies, such as interactive SmartBoard, podcasts, Photo Booth, iMovie, iTunes, and iPads, stimulates interest and provides greater understanding of the concepts being learned.

Jerstad-Agerholm Elementary has many performing opportunities during the year. All students perform at least twice a year or more, for concerts, assemblies, and the “Harmony Club,” Racine’s local senior community club. Fourth and fifth grade students have the opportunity to sign up for band, orchestra, and choir. Students in these ensembles are able to transfer music-reading skills learned during music class to an instrument or vocal performance. Students participating in performing groups learn the importance of teamwork, and have the choice to be soloists or work in small ensembles. They also obtain global music exposure and gain performance opportunities that prepare them for middle school.

Our entire staff has developed all-school assemblies that motivate learning, encourage each student to continue their hard work, and reach their maximum potential. These assemblies include: Wild About

Books, Peace Day, WKCE pep rallies, and more. For the artistic portion of these programs, the art, music, and physical education teachers unite to create multifaceted performances. This cooperation and teamwork fosters a sense of community between students. They feel proud to work together to display their learning for their parents and the community.

5. Instructional Methods:

Jerstad-Agerholm Elementary School embraces the concept that all children can learn if they are given the proper tools to do so. Teachers collaborate through team meetings and staff workdays. Grade level teams work together with special education and Title I teachers to analyze the data and determine which children need interventions in specific sub-skills. This allows teachers across grade levels to plan and implement best learning practices to ensure that each child masters targeted skills. Our reading and math instruction utilizes small groups in order to teach each child at his or her instructional level. Across the curriculum we use a variety of hands-on manipulatives.

Most of our special education students are fully included in regular education classrooms, where the special education teacher and regular education teacher team together to modify materials and provide instruction to meet the needs of all learners. This may include shortening or altering assignments, changing the delivery method of a lesson, using technology, alternate assessments, or allowing extended work time. In some situations, these accommodations may be needed for a regular education student as well.

Our experienced teaching staff supplements the curriculum with a variety of materials and activities that both remediate at-risk students, and enrich gifted and talented children. Remediations might include listening to a story on CD, extra review and practice, as well as one on one time with a teacher during the intervention block. Enrichments may consist of book clubs, research projects, drama, mastery club, and extra technology time.

Each classroom has access to computers, SmartBoards, document cameras, and iPads. Technology is incorporated into the classroom in many different and unique ways. For example, students practice constructed response skills by using an application on the iPad, which allows them to both illustrate and explain their thought processes simultaneously. They are also able to publish their own written work in a variety of ways including blogging, videos, and creating iBooks with pictures and illustrations.

6. Professional Development:

Professional development is an integral part of improving student achievement at Jerstad-Agerholm Elementary. RUSD has eight staff in-services throughout the school year that allow our staff to collaboratively implement our School Improvement Plan. We also have three full days of professional development during the year.

Each of our staff development days focuses on an area of concern for our students. Our district curriculum area coordinators present updates on best teaching practices in their respective curricular areas. Using this information and studying our test data, we develop building-wide activities to improve student performance to meet state standards, and to reach or surpass the Annual Yearly Progress expectations set by Wisconsin and the U.S. Department of Education.

The district provided extensive in-service training on our new math and reading series, both of which were adopted within the last four years. These helped us to correctly implement the many strategies of the small group approach. Three of our staff members attended training on how to effectively utilize iPads in the classroom. They then presented a training session to the entire staff. We have also had workshops on inclusion, which gave strategies for effective team teaching. We have been taught how to use Google Applications in the classroom. Every year we have classes on writing, including scoring with rubrics and developing balanced literacy centers. One of our teachers with special expertise in the area of behavior

management has trained us on effective methods of reaching emotionally disturbed children. Perhaps the most beneficial training so far has been about how to interpret and effectively use data from the AIMS web, MAP, and WKCE tests. This has helped us to be continually aware of the ever-changing needs of our diverse subgroups. Finally, because we value continuous learning, and because of our commitment to raise student achievement, a large majority of our staff attends professional workshops or continuing education classes outside of the school day and during the summer.

7. School Leadership:

Jerstad-Agerholm Elementary School has been providing students with an exceptional education since 1952. It is because of the cohesive efforts and relationships that exist between the principal, teachers, students, parents, and community members that our students achieve academic success. Our hands-on approach to teaching makes learning fun at Jerstad-Agerholm.

The leadership philosophy of our principal is to guide the staff in providing a high quality education for all students. She is an advocate for staff and students. It is important to help children grow academically, morally, and socially. She believes the teachers should meet each child at their intellectual level and help them to grow to their fullest potential. Parents are the child's first and continuing teacher, and it is our responsibility as educators to work closely with parents to build a trusting, cooperative, and collaborative relationship so that together we can nurture each child toward his or her intellectual, emotional, and physical potential.

At Jerstad-Agerholm Elementary school the role of the principal is to support the staff in order to promote strong cooperation between home and school. Jerstad-Agerholm Elementary School has collaborative, shared leadership. The principal is willing to help staff, students, and families in finding solutions to their problems. She trusts her faculty to make decisions in the best interest of the students.

Our entire staff is divided into Professional Learning Communities, which meet monthly to examine areas of importance and concern, and make decisions on how best to rectify problems. Our Payday Team meets bi-weekly to discuss current issues and concerns of the school. This team is comprised of our principal, two teachers' union representatives, the school secretary, the educational assistants' union representatives, our school social worker, psychologist, building engineer, and a data team member. The data team meets monthly to review the most recent data and make recommendations for professional development. Our grade level teams meet monthly with the principal in order to keep her abreast of the academic needs and accomplishments of that particular group of children.

Each spring, our district climate survey is distributed to the families of our students. In this way, parents have input into the workings of our school. The results of this survey help us to make decisions which foster positive changes for the upcoming school year.

Our professional staff at Jerstad-Agerholm Elementary School is committed to ensuring that each student receives the very best educational experience possible.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	79	81	66	55	30
Advanced	40	28	34	21	5
Number of students tested	38	36	38	38	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	5	2
Percent of students alternatively assessed	0	0	0	13	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	65	78	58	57	17
Advanced	25	26	21	17	6
Number of students tested	20	23	19	23	18
2. African American Students					
Proficient and Advanced		67		30	20
Advanced		17		10	0
Number of students tested	8	12	9	10	10
3. Hispanic or Latino Students					
Proficient and Advanced			60		
Advanced			0		
Number of students tested	9	9	10	7	8
4. Special Education Students					
Proficient and Advanced			62	50	
Advanced			31	17	
Number of students tested	5	4	13	12	5
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	7	5	5	7
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	1
NOTES:					

12W18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	74	72	79	63	60
Advanced	39	22	24	32	22
Number of students tested	38	36	38	38	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	6	2
Percent of students alternatively assessed	0	0	0	16	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	60	74	74	52	44
Advanced	25	17	21	26	17
Number of students tested	20	23	19	23	18
2. African American Students					
Proficient and Advanced		75		40	50
Advanced		17		10	10
Number of students tested	8	12	9	10	10
3. Hispanic or Latino Students					
Proficient and Advanced			70		
Advanced			0		
Number of students tested	9	9	10	7	8
4. Special Education Students					
Proficient and Advanced			54	42	
Advanced			15	33	
Number of students tested	5	4	13	12	5
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	5	7	5	5	7
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1		1	1	1
NOTES:					

12WI8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	73	91	78	57	61
Advanced	24	31	29	23	16
Number of students tested	33	32	41	30	29
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed	0	0	4	0	1
Percent of students alternatively assessed	0	0	10	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	76	88	76	43	56
Advanced	29	18	29	7	11
Number of students tested	21	17	21	14	18
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	7	6	9	8	9
3. Hispanic or Latino Students					
Proficient and Advanced	80		70		
Advanced	10		10		
Number of students tested	10	9	10	6	5
4. Special Education Students					
Proficient and Advanced			46		
Advanced			18		
Number of students tested	6	8	11	2	5
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	7	4	5	5	5
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested		1	1		1
NOTES:					

12WI8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	82	78	76	80	71
Advanced	30	31	27	20	10
Number of students tested	33	32	41	30	29
Percent of total students tested	100	100	100	100	94
Number of students alternatively assessed	0	0	4	0	1
Percent of students alternatively assessed	0	0	10	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	81	71	76	64	61
Advanced	24	18	19	14	6
Number of students tested	21	17	21	14	18
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	7	6	9	8	9
3. Hispanic or Latino Students					
Proficient and Advanced	80		60		
Advanced	30		20		
Number of students tested	10	9	10	6	5
4. Special Education Students					
Proficient and Advanced			36		
Advanced			0		
Number of students tested	6	8	11	2	5
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	7	4	5	5	5
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested		1	1		1
NOTES:					

12WI8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	68	89	78	71	45
Advanced	38	44	31	31	5
Number of students tested	37	36	36	35	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	5
Percent of students alternatively assessed	3	0	0	0	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	61	86	74	57	30
Advanced	39	46	37	17	0
Number of students tested	23	22	19	23	27
2. African American Students					
Proficient and Advanced			64	60	22
Advanced			18	20	0
Number of students tested			11	10	18
3. Hispanic or Latino Students					
Proficient and Advanced	50	70			
Advanced	20	30			
Number of students tested	10	10	5	5	3
4. Special Education Students					
Proficient and Advanced					18
Advanced					0
Number of students tested	9	8	8	5	17
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	5	4	5	3
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1	1		1	1
NOTES:					

12WI8

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Wisconsin Knowledge and Concepts Examination

Edition/Publication Year: 2006-07 to 2010-11

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Oct	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient and Advanced	84	81	78	89	62
Advanced	38	44	31	31	5
Number of students tested	37	36	36	35	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	5
Percent of students alternatively assessed	3	0	0	0	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	83	82	63	87	44
Advanced	39	46	37	17	0
Number of students tested	23	22	19	23	27
2. African American Students					
Proficient and Advanced			64	80	50
Advanced			0	30	17
Number of students tested	9	8	11	10	18
3. Hispanic or Latino Students					
Proficient and Advanced	80	80			
Advanced	0	10			
Number of students tested	10	10	5	5	3
4. Special Education Students					
Proficient and Advanced					24
Advanced					6
Number of students tested	9	8	8	5	17
5. English Language Learner Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	5	4	5	3
6. Asian					
Proficient and Advanced					
Advanced					
Number of students tested	1	1		1	1
NOTES:					

12WI8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	73	86	74	61	44
Advanced	34	34	31	24	7
Number of students tested	108	104	115	103	108
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	1	0	4	5	8
Percent of students alternatively assessed	1	0	3	4	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	67	83	69	53	33
Advanced	31	30	29	14	4
Number of students tested	64	62	59	60	63
2. African American Students					
Proficient and Advanced	53	81	51	39	32
Advanced	33	27	10	10	0
Number of students tested	24	26	29	28	37
3. Hispanic or Latino Students					
Proficient and Advanced	69	82	68	50	25
Advanced	17	21	12	11	6
Number of students tested	29	28	25	18	16
4. Special Education Students					
Proficient and Advanced	35	80	50	42	22
Advanced	15	25	22	16	3
Number of students tested	20	20	32	19	27
5. English Language Learner Students					
Proficient and Advanced	68	93	64	46	26
Advanced	12	49	7	6	6
Number of students tested	16	16	14	15	15
6.					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	2	2	3
NOTES:					

12W18

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	79	76	77	76	63
Advanced	35	32	27	28	12
Number of students tested	108	104	115	103	108
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	1	0	4	6	8
Percent of students alternatively assessed	1	0	3	5	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	75	76	71	68	48
Advanced	29	27	25	19	6
Number of students tested	64	62	59	60	63
2. African American Students					
Proficient and Advanced	79	65	69	60	51
Advanced	16	15	3	18	13
Number of students tested	24	26	29	28	37
3. Hispanic or Latino Students					
Proficient and Advanced	72	82	68	72	56
Advanced	13	10	12	16	12
Number of students tested	29	28	25	18	16
4. Special Education Students					
Proficient and Advanced	55	50	43	52	37
Advanced	10	20	6	26	7
Number of students tested	20	20	32	19	27
5. English Language Learner Students					
Proficient and Advanced	62	93	64	86	53
Advanced	25	25	7	13	13
Number of students tested	16	16	14	15	15
6.					
Proficient and Advanced					
Advanced					
Number of students tested	2	2	2	2	3
NOTES:					

12W18